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ABSTRACT

The activities in this manual explore some of the issues of the 1960s and 1970s that reflected changes in U.S. patterns of thought: minorities sought their share of the American pie; young people challenged established authority; massive protests erupted against the Vietnam War; political corruption was found in high office and a marked change occurred in American values. The activities emphasize student involvement and decision making. The contents includes: (1) "So You Want to be a Rock n' Roll Star"; (2) "How Have the 60s Affected You?"; (3) "The Tube"; (4) "The TV News"; (5) "Technology"; (6) "The Soda Fountain Caper"; (7) "Tinker vs. Des Moines"; (8) "Long Hair"; (9) "Who Should Get a Job?"; (10) "Life Style"; (11) "The Bay of Pigs"; (12) "The Gulf of Tonkin"; (13) "The Trial of Richard Nixon"; (14) "Riot"; and (15) "Think Small." (EH)

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The 1960's & '70's: Creative Activities for Teaching American History. Teacher's Guide. Revised.

Lawrence Stevens

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Creative Activities for teaching American History

The 1960's and 70's

SS121

Introduction

The 1960's and 70's reflect a marked change in American patterns of thought. It was the time of minorities seeking their share of the American pie, young people challenging established authority, massive protests against the Vietnam War, political corruption in high office and a change in American values.

The activities in this manual explore some of the issues of the period. The activities emphasize student involvement and decision making.

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Students create and market a rock'n'roll band complete with logo and message.

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How much have you learned about the world from TV?

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Students are encouraged to explore the world of rapid technological change.

6 The Soda Fountain Caper
Students participate in the trial of civil rights workers engaging in civil disobedience.

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Students plan how to correct the problems of the ghetto.

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Students devise a plan for solving the problems of cities.

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Teacher's Guide

1 So You Want To Be A Rock'n'Roll Star

An activity that encourages student creativity.

2 How Have the 1960's Affected You?

A questionnaire that can be used to stimulate discussion about the values of the 1960's and the values of today.

3 The Tube

In this activity the students evaluate TV advertising. Students determine what appeals are used and how effective the ad is. They also evaluate how much 'real' information is conveyed by the ad and whether or not the product is really needed.

4 The TV News

Students compare the news as presented on TV with their local newspaper. An important discussion question: which provides more stories and more thorough reporting?

5 Technology

Students make inferences from a chart showing the increased pace of invention.

6 The Soda Fountain Caper

Students must decide if civil rights demonstrators violated the law.

7 Tinker vs. Des Moines

Students learn the principles used in deciding "free speech" cases. Then they must apply the principles to an actual case in which students were suspended from school for wearing arm bands in protest of the Vietnam War. The Supreme Court decided that the students had a right to wear the arm bands. There are four more cases involving free speech under different circumstances on which the students must render decisions. In case #1 the Court would decide that this is not free speech but a violation of the rights of others. In case #2 the Court has decided that under the circumstances the speaker and the crowd must be controlled and traffic must be allowed to pass. In case #3 the Court has decided that even though the speech is violent it is still protected under the First Amendment because no specific and direct threat has been made. In case #4 the comments would not be protected by the First Amendment because they represent an immediate threat to the safety of others.

8 Long Hair

The students must decide whether a school has the right to regulate the length of hair worn by male students. Lower courts have decided that schools do have that right.

9 Who Should Get A Job

A case study of affirmative action. Students must make value judgements about who should get a job. A good activity to stimulate class discussion.

10 Lifestyle

A quiz about the youth and political movements of the 1960's.

11 The Bay of Pigs

Students must decide whether or not the U.S. should invade Cuba. President Kennedy decided to go ahead with the invasion which had been planned prior to his coming to office.

12 The Gulf of Tonkin

Students must decide whether or not they would vote for the Tonkin Gulf resolution based upon what Congress knew at the time. Congress, of course, overwhelmingly voted for it. The students should reconsider their vote in light of later information.

13 The Trial of Richard Nixon

The students should decide if Nixon was guilty of wrong doing. Of course, he avoided the issue by resigning.

14 Riot

Students examine conditions in the ghetto and make recommendations to cure the problems. They should compare their solutions with those of the U.S. Commission on Civil Disorders.

15 Think Small

Students have to create low-cost solutions to urban problems.

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So You Want To Be A Rock 'n' Roll Star

In the late 1950's a new style of music developed. Elvis Presley became the idol of millions of American teenagers. By 1964, English groups such as the Beatles, and later the Rolling Stones, became popular. This music expressed a different set of values for young people, values that were not shared by the older generation.

San Francisco groups such as Jefferson Airplane and The Grateful Dead represented to the fullest this rejection of traditional American values. American youth began to dress and talk differently. They expressed opposition to the actions of the government and a rejection of the values of work and obedience. In the extreme, this "counter culture" became represented by the "hippies."

During the 1970's, the success of rock'n'roll became its undoing. The music and groups that made it became commercialized. Record companies created groups specifically to appeal to youth and sell them records. Outlandish costumes, behavior and lyrics became contrived rather than spontaneous. Record promoters took great care to market their products. The names of rock groups were carefully selected, logos designed and costumes and images created. The best example of this commercialization was the group *KISS* which was entirely the invention of a record company.

Your Task

If you were creating a rock group today to appeal to American youth who buy a substantial portion of the records and tapes sold, what kind of group would you create?

- Select a name for the group.
- Design a logo which may include the name.
- Make up a couple of song titles which reflect the values represented by the group.

Folk Songs

Rock'n'roll was not the only influence on youth in the 1960's. Folk music had a strong political influence upon youth. It made them aware of some of the key issues of the time.

The Kingston Trio started the fashionable folk music craze. Joan Baez and Bob Dylan became the leaders of the 60's. Both emphasized the need to change society in their songs. Bob Dylan's *Blowin' in the Wind* became the national anthem of young radicals.

Protest as expressed in folk music has a long tradition as the common people expressed their complaints in music.

Your Task

Try writing a folk song that expresses your feelings about today's issues. Write the lyrics or words. You can select a tune that has already been written and put the words to it.

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How Have the 1960's Affected You?

Directions

The 1960's was a time of dramatic changes in the attitudes of young people. These changes have had a lasting impact upon the succeeding generation. How have the 1960's affected you? Too see what your Counter Culture Quotient is take the survey below.

Mark your responses to the following statements by using this code: 1=strongly disagree, 2=mildly disagree, 3=no strong opinion, 4=mildly agree, and 5=strongly agree.

If you score 90-100, you are a true Flower Child of the 60's. A score of 70-89 indicates that you have been influenced by the 60's. A score of 60-69 shows that you have a mixture of the old values and new. 59 and below indicates that the 1960's have passed you by.

Questionnaire

1. ____Rock and roll is the most enjoyable music to listen to.
2. ____Smoking marijuana is harmless.
3. ____The government of the United States is oppressive and reactionary.
4. ____School is boring and irrelevant.
5. ____You should always follow your own conscience.
6. ____Making a lot of money will not lead to a satisfying life.
7. ____Pre-marital sex is OK if one takes care not to get pregnant.
8. ____It is OK for a person to refuse to fight for his country.
9. ____Taking drugs is OK because it only harms the person taking them.
10. ____A person should enjoy life now rather than plan for the future.
11. ____Couples should live together for awhile before they marry.
12. ____The United States should disarm unilaterally.
13. ____People should never blindly obey the orders of their government.
14. ____People should work at jobs at which they're happy.
15. ____People should ignore the laws with which they disagree.
16. ____Old people don't understand young people.
17. ____You can't trust the government or politicians to tell the truth.
18. ____Following one's feelings is more important than doing what someone else tells a person to do.
19. ____It is more important to love and cooperate with people than to compete with them.
20. ____One should live in harmony with nature rather than participate in the destruction of nature through consumption.

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The Tube

Television has had a tremendous impact upon the lives of people born after 1960. For the first time there was a strong outside influence upon the values of people. TV began to rival the traditional influences of family, school, church and local community in shaping the attitudes and behavior of people. Young people watch an average of 15,000 hours of TV by the time they complete high school. This is more time than they spend in school.

Commercial TV is a business. The major networks, independent stations and most cable TV channels exist to make a profit for those who own the stations and networks.

They make their profit by selling ads on their shows. The price they charge for the ads depends upon how many people watch the program. Companies purchase the ads to sell their products.

There are various standard advertising appeals that are used. The purpose of these appeals is to make you, the viewer, want to buy the product.

STANDARD ADVERTISING APPEALS

1. **Sex Appeal**
   The product will enhance your sex appeal.
2. **Status**
   The product will improve you in the eyes of others.
3. **Endorsements**
   The item is approved by a popular figure.
4. **Fun**
   It provides fun and action.
5. **Bandwagon**
   Everyone else is using it, you should also.
6. **Magic**
   It contains a magic ingredient.
7. **Plain folks**
   The average person endorses it or uses it.

Your Task

Watch a TV show. Using the chart on the next page, count the number of ads. Note what items are advertised and what appeals are used. Decide which ads appeal to you. Give them a '3' for high appeal, '1' for low appeal and '2' for in between. Then rate each of the ads for how informative they really are. Do they tell you the price? Do they tell you about the quality or contents in a factual way? Do they tell you about its virtues in a factual way? Use the same scale.

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The Tube

Look at two TV programs. Count the number of ads, record what is being advertised, what appeals are used, rate the effectiveness of the ad and rate how much information is presented about the product. Use 3=very effective or very informative; 2=fairly effective or informative; 1=not effective or informative.

After recording the information indicate whether the product meets a basic need.

Do items meet a basic need?	Program 1	Program 2
Rate ads for information.		
Rate ads for effectiveness.		
Advertising appeals used in ads.		
Items advertised on the program.		
Number of ads.		
Title of program and a brief description of the content. Length of program in minutes.		

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TV News

Television news has replaced newspapers as the chief source of news. There is considerable debate whether TV news provides adequate information to the average citizen. The national networks devote only 30 minutes to the national and international news and the stories they run are very short in length.

Your Task

Using the form on the next page, evaluate the news as presented by two of the three major networks and your local daily newspaper. The major networks are NBC, ABC and CBS. Their national news programs usually run at different times so that you should be able to view at least two of them. Check your local TV listings for time and channel.

On the form list the stories carried on each program. Provide a short summary (no more than a few words) of each. Then read the local newspaper for the same day and list all of the stories from the national and international sections.

Make a comparison between the two TV networks. Did they cover the same stories? Did they provide the same information? What differences were there?

Make a comparison between the newspaper and one of the TV news shows. Which provided more stories? Did the newspaper cover the same stories as the TV news? Did the newspaper provide more, or less, information?

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TV News

List the news stories as they are presented on the network news and write a one sentence description of the story. Do the same for the first section of the local newspaper that contains the national and international news.

Network:	Network:	Newspaper:

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Technology

Technology has had a significant effect upon the way we live our lives today. Below is a list of inventions by decade. Indicate which you use. Locate your birthplace and the birthdates of your parents and grandparents. How many things that you use have been invented since your birth, your parents' births and your grandparents' births?

1910
- Radio
- Car (common use)
- Airplane (practical)

1920
- Frozen food
- Electric washing machine
- Electric refrigerator

1930
- TV
- Penicillin
- Rayon

1940
- Jet airplane
- Helicopter
- Polaroid camera
- Transistor
- Large computer
- A Bomb

1950
- LP records
- Space rockets
- Wash'n'wear clothes
- H Bomb

1960
- Boeing 707 jetliner
- Apollo lands man on moon
- Transistor radio
- Microwave , TV and radio transmission
- Nuclear power plants

1970
- Micro-processor chip
- Space satellites
- Pocket calculator
- Laser
- Micro computer
- Microwave oven
- Cable vision

1980
- Space shuttle
- Video disc
- Video tape recorders

Questions

1. What conclusions would you draw from the trends that you see in the type and quality of inventions?

2. What inventions would you predict for the next decade?

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The Soda Fountain Caper

The Supreme Court decision of 1954 which declared that separate facilities for blacks, even though they might be equal, were inherently unfair set the stage for the Civil Rights Movement of the 1960's.

When the Supreme Court rendered its decision that separate schools for blacks was unconstitutional, a series of protests began to eliminate other types of segregated facilities in transportation, restaurants, theaters and swimming pools.

Since 1896 when the Supreme Court had ruled that segregation was unconstitutional, achieving integration posed a serious problem. State laws and local custom still supported segregation. Civil rights protestors seeking to integrate public facilities used "direct action" techniques which often brought rights into conflict.

Your Task

You are to judge whether or not the civil rights protestors are guilty of the charges.

The Charges

Trespassing on private property and creating a public nuisance.

The Situation

A group of young black college and high school students decide to "integrate" the soda fountain in the largest department store of a small southern town. The soda fountain has only served whites. Blacks must go to the back door to be served. In spite of the recent Supreme Court decision, the manager still refuses to serve blacks. The students decide to achieve their purpose by sitting on the soda fountain stools until they are served.

When they occupy the stools they are refused service. They continue to sit. White patrons cannot take the seats. The manager of the fountain asks the students to leave. They politely refuse. The manager has the students arrested and the police charge them with trespassing and creating a public nuisance because they have prevented white patrons from being served. The trespassing and public nuisance laws are state laws.

Arguments for the prosecution

*State law allows restaurants to decide whom they will serve.
*Serving black people will violate local custom and result in a loss of business from white patrons.
*The students refused to leave when asked to do so.

Arguments for the defense

*Segregation is morally wrong.
*The Supreme Court has decided that school segregation is unconstitutional.
*The 14th Amendment to the Constitution prohibits a state from denying equal protection of the laws.

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Tinker Vs. DesMoines

The Vietnam War and the youth movement of the 1960's stimulated massive protests against the war by young people. These protests raised new questions about the rights of individuals to speak freely.

While the First Amendment guarantees the right of free speech, its practice has often been limited. Does, for example, a person have the right to deliberately lie about someone else? The answer is no. This kind of "free speech" is prohibited by law.

The case described below took place in the 1960's and raised fundamental questions about freedom of speech.

YOUR TASK

If you were a Supreme Court Justice, how would you decide the case?

There are several general principles that the Supreme Court has used in deciding freedom of speech cases. These are described below.

PRINCIPLE #1: CLEAR AND PRESENT DANGER

Does the exercise of freedom of speech represent a clear and present danger to an individual or society. For example, yelling "fire!" in a crowded theatre when there was none would be dangerous to others in the theatre and thus would not be protected by the First Amendment.

PRINCIPLE #2: THE PREFERRED CASE

This principle indicates that the Court should always decide in favor of free speech. The idea is that in a democracy free speech is important and should be maintained above all else.

PRINCIPLE #3: THE BALANCING OF INTERESTS

In a democracy such as ours there is a variety of competing interests. These interests must be balanced. As in the example mentioned in the introduction, one does not have under the First Amendment the right to slander or libel someone else. The interests of the victim in this case must be balanced with the interests of the person making the accusations.

The Supreme Court often uses a mix of these principles in deciding free speech cases.

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Tinker Vs. DesMoines

The Case

Two students in a Midwest high school decided to wear arm bands in protest of the Vietnam War. When they appeared in school, they were sent home by the principal. Other students who were in support of the war were upset. Some threatened the students with violence if they didn't remove their arm bands.

The students returned the following day with the arm bands asserting their right to wear them. The principal suspended them until they would return to school without the arm bands. The parents sued the school district to allow the students to return and wear the arm bands.

The Decision of the Court

The court must decide whether or not to order the school to take the students back and allow them to wear the arm bands.

The Arguments of the School

•The school's duty is to educate students. Anything that interferes with that process must be prohibited.

•The wearing of the arm bands upset other students and created a distraction in class. It also created the possibility of violence.

•The purpose of public schools is to provide an education, not a political forum for those who dissent from the policies of the American government.

•The students are minors and are not of voting age. The First Amendment does not apply in this case.

The Arguments of the Parents

•The students have a First Amendment right to exercise free speech.

•The wearing of arm bands is not disruptive of the education of other students.

•If students are upset by the act and/or threaten violence against those wearing arm bands, the school should enforce the school rules against violent or disruptive acts. It is not the wearing of the arm bands that is disrupting the school, but students who are reacting to the wearing of arm bands.

•Young people (minors) have rights under the

Write your decision here.

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Tinker Vs. DesMoines

How The Court Decided

The Court ruled that the students had a right to wear arm bands. In terms of balancing interests, in this case, the interests of others students to an education, the arm band wearing did not interfere with that right. In terms of clear and present danger, the arm bands did not represent a threat to the government or to the health and safety of other students.

But How Should the Following be Decided?

How do you think the Supreme Court would decide in the following cases given the principles it uses to decide such cases?

Case 1

A student stands up in class and shouts his opinion about an issue that is not the topic of class discussion.

Case 2

A student stands on the sidewalk in front of the school and speaks to students. He expresses an opinion that many students do not like. They become hostile and threaten the speaker and his friends. The crowd, even though there is room on the school lawn, spills into the street and blocks traffic.

Case 3

A student expresses the opinion that certain government officials should be shot because they are "crooks."

Case 4

A student not only expresses the opinion that government leaders should be shot, but he has their addresses and a gun that he will give to any person willing to do it.

Write your answers here.

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Long Hair

The 1960's saw a radical change in the values and dress of teenagers. The clothing styles and appearance of the "hippies" became popular, and boys wearing their hair long became a political and legal issue.

High schools passed rules prohibiting long hair on boys. Usually the rule was that the hair could not be worn so that it would hang below and cover the ears. High schools backed up such rules with suspensions for failing to obey them.

Coaches required athletes to keep their hair short and kicked students off teams for failing to comply. A few students who felt that they had the right to dress and wear their hair any way they wanted challenged the rules in court. Below are arguments on both sides. If you were the judge, would you uphold the right of the school to regulate the length of hair of boys?

Arguments in favor of regulating hair cuts.

•Schools have not only a right but an obligation to make sure that students dress and appear in such a way to promote good health and sanitary habits.

•Long hair is difficult to keep clean.

•Long hair can be a safety hazard in any class that involves moving machinery and chemicals.

•Long hair can be a distraction to other students and thus interfere with their rights to learn.

•Schools traditionally have had the power to regulate dress and behavior.

Arguments against the regulation of hair cuts.

•Appearance and hair style are a matter of personal taste and expression.

•Freedom of expression is similar to freedom of speech and, therefore, should be protected by the First Amendment of the Constitution.

•High school students are mature enough to decide how they should dress and have their hair cut.

How would you decide? Can you think of any other arguments on either side of the issue?

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Who Should Get A Job?

The 1960's and 70's opened up questions about who should be hired for jobs and whether or not people should be given preferential treatment in employment.

Minorities and women claimed that they had been discriminated against. Many sought to correct past discrimination by affirmative action.

Affirmative action gives preference to groups that have encountered previous discrimination. It is still a controversial subject.

In this exercise decide which person you would hire if you were the employer.

The Situation

A janitor's job opens up. It is a night job. Six people apply for the job in the following order. You interview each. Which person would you hire, and why?

1. 40 year old male college graduate who recently lost his job with an engineering firm. Caucasian. Has two daughters and a wife to support. No janitorial experience.

2. 18 year old unemployed youth. Recent high school graduate. No previous work experience. Black. No family to support.

3. 30 year old female recently divorced. Has two small children to support. High school graduate. Eight years experience cleaning own home.

4. Male with eight years experience as a janitor before he was arrested on a narcotics charge. No other arrests. Recently released from jail. No family to support. Mexican American.

5. 28 year old male with 3 years experience as a janitor. Has wife and five children to support. Already has day job. Needs second job to supplement income. Black.

6. 60 year old carpenter, recently retired. Finds social security income too small. Has wife to support. In good health and has had five years experience as janitor when he was a young man. Caucasian.

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Life Style

The 1960's saw a drastic change in the values of young people. It was the time of hippies, student radicals, and flower children. Most youth did not actively participate in the movements of the time but many were influenced by the values of the political and social movements among youth. Below is a quiz about the names and events of the 60's. How many do you know?

Score Card

How would you rate if you lived in the 1960's? Score one point for each item you can identify.

If you score a 0-10, you would be straight arrow.

If you score 11-20, you would probably be a rebel.

If you score 21-30, you can call yourself a Heavy Hipster.

If you score 31-48. you would be Really Radical.

The Mainstream

The average teen of the 60's would recognize most of these names. How many can you identify?

1. Beatles
2. Martin Luther King
3. Woodstock
4. Jefferson Airplane
5. Rolling Stones
6. Robert Kennedy
7. My Lai
8. Cassius Clay
9. Robert McNamara
10. Charles Manson
11. Hubert Humphrey
12. Chappaquidick

The Rebel

The more involved and politically aware young person would recognize the following. How many can you identify?

13. Stokely Carmichael
14. SNCC
15. FSM
16. LSD
17. Haight-Ashbury
18. Viet Cong
19. Alice's Restaurant
20. Catch 22
21. Smothers Brothers
22. Joan Baez
23. Bob Dylan
24. Eugene McCarthy

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Life Style

The Heavy Hippie

Those youth who followed the advice of "tune in, turn on, and drop out" would know the following. How many can you identify?

25. Timothy Leary
26. Allen Ginsberg
27. Easy Rider
28. Grateful Dead
29. Bill Graham
30. Jack Kerouac
31. Diggers
32. Hell's Angels
33. Zen
34. Steppenwolf
35. Marshal McLuhan
36. Ken Kesey

Really Radical

Some young people were involved in the "New Left" and politics. Those people would recognize the following. How many can you identify?

37. Malcolm X
38. SDS
39. Mario Savio
40. Eldridge Cleaver
41. Tom Hayden
42. Cesar Chavez
43. William Kunstler
44. Weathermen
45. FSM
46. Kent State
47. Yippies
48. Black Panthers

Additional Activities

1. How many of these people can you identify by using the library or by asking others?

2. Can you find out what these people or groups are doing now?

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The Bay of Pigs

Should Cuba Be Invaded?

John F. Kennnedy was elected president in the fall of 1960. Soon after taking office, Kennedy was informed of a project to invade Cuba and overthrow the government of Fidel Castro, who had allied himself with communist Russia. After considering the arguments of members of the National Security Council, would you, if you were president, authorize the invasion?

Background

Cuba, which at its closest point is only 90 miles from the United States, was for many years under the rule of a dictator, Fulgencio Batista, who had the support of the United States. During the 1950's Batista was overthrown by Fidel Castro. The United States refused to recognize the government of Fidel Castro. Castro took away the large sugar plantations owned by U.S. companies. Many felt that Castro was a communist. The U.S. also refused to trade with Cuba and Castro turned to Russia for support. He also publicly admitted that he was a communist. The Central Intelligence Agency began to form a plan to invade Cuba. They were secretly supporting the training of Cuban refugees in Central America. When first informed of the plan Kennedy neither approved nor disapproved it, but allowed planning to continue.

Arguments for the Invasion

- The invasion will be made by Cubans. The U.S. military will not be involved.
- The invaders will be led by a former Castro official, Miro Cardona, and will receive popular support inside Cuba. There are 20,000 Cubans in the anti-Castro underground.
- The invasion will have to take place before the Russians give Castro modern jet aircraft which he can use to destroy the invasion force.
- The force has already been trained. Failure to use it will make the U.S. look as if it has no courage.
- The U.S. is fighting communism in Southeast Asia and cannot tolerate a communist country just 90 miles off our coast.
- A well-trained invasion force will be successful.

Arguments against the Invasion

- It will be viewed as an American invasion regardless of the Cubans and it will provoke a reaction against the United States throughout Latin America.
- Latin Americans will view it as interference in the affairs of an independent country.
- It won' t work. Castro has too much popular support among the poor people of Cuba.
- An invasion to overthrow another government is contrary to American ideals.

What Do You Think?

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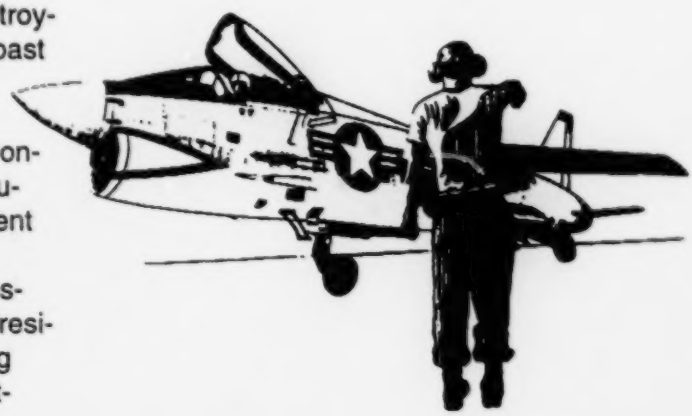
The Gulf of Tonkin

The Vietnam War was America's longest war since the American Revolution. At its height, in 1969, it involved nearly 600,000 American troops. The war provoked massive protests at home. The U.S. government viewed the war as necessary to stop communist aggression and help our allies. Those opposed to the war thought it was meddling in the internal affairs of another country, or, at least, an unwinable war because it involved the use of guerrilla tactics in which it was difficult to identify the enemy.

Tonkin Gulf Resolution

In early August 1964, North Vietnamese torpedo boats attacked American destroyers cruising in the Gulf of Tonkin off the coast of North Vietnam.



In response to these attacks, the Congress of the United States passed a resolution. The resolution authorized the President to take "all necessary measures" to repel armed attack and to prevent further aggression. The resolution also authorized the President to take "all necessary steps, including the use of armed force" to help South Vietnam.

Your Task

You are to decide whether or not you would support the Tonkin Gulf resolution if you were a member of Congress in 1964. Below is background information on Vietnam. On the next page are facts about the "attacks" that took place in the Gulf of Tonkin.

Background

The Vietnamese fought against French control after World War II. In 1954, the French withdrew and Vietnam was split into two parts. North Vietnam was communist. South Vietnam was to hold an election to choose a government. Ngo Diem was elected. In 1963, Ngo Diem was assassinated and the military took over the government. Meanwhile, a group called the Viet Cong was fighting to overthrow the government that had become dictatorial. To help the government of South Vietnam the United States sent military advisors to South Vietnam. U.S. military personnel in South Vietnam had grown from 685 in 1961 to 23,000 in 1963. While U.S. aid to South Vietnam increased, the U.S. government claimed that North Vietnam was helping the Viet Cong.

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The Gulf of Tonkin

Events in the Tonkin Gulf as reported by the Defense Department.

On August 2, in international waters, the U.S. destroyer Maddox was attacked by three North Vietnamese torpedo boats. The Maddox, which was on routine patrol, fired warning shots at the rapidly approaching torpedo boats.

The torpedo boats continued to approach at a high speed and fired machine guns and launched torpedoes against the Maddox.

The Maddox responded with fire and four planes were called in for support. The torpedo boats were driven off and one was left "dead" in the water. The Maddox was 30 miles from the North Vietnamese coast, well beyond the 12 mile limit of North Vietnamese territory.

Secretary of Defense McNamara said that the North Vietnamese admitted the attack. McNamara did not give a reason for the attack other than saying that it might be the act of an irresponsible torpedo boat commander.

The United States government announced that it would not tolerate such attacks and would retaliate if there were any more attacks. The Maddox continued its patrol and was reinforced by another destroyer, the Turner Joy. Air cover was also provided for additional protection.

On the night of August 4 the Maddox and the Turner Joy were attacked by North Vietnamese torpedo boats which ambushed the destroyers. The attack continued for two hours.

The radar screens of the destroyers detected numerous "blips." While no torpedo boats were visually sighted on the dark night, a fighter plane flying cover did see a torpedo boat wake and an officer on one of the destroyers saw what seemed to be the cockpit lights of a torpedo boat. The wakes on one or two torpedoes were also seen. The sonar of the Maddox detected numerous torpedoes.

The attack was repelled by the destroyers and jet fighters. The Turner Joy reported two torpedo boats sunk. However, a search the following day revealed no debris or oil slicks.

The destroyers were in international waters.

How would you, if you were a member of Congress, vote for the following resolution?

YES ( ) NO ( )

The President should take all necessary measures to repel armed attack and to prevent further aggression. The President should take all necessary steps, including the use of armed force, to help the government of South Vietnam.

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The Gulf of Tonkin

Events in the Tonkin Gulf as revealed by subsequent investigation by Congress and news reporters.

The Maddox was not on routine patrol but was carrying special electronics equipment for intelligence work. There was the suspicion that North Vietnam was helping Viet Cong rebels in South Vietnam. The main route to the south closely followed the coast.

The Maddox had sailed within the 12 mile limit declared by North Vietnam immediately before the attack on August 2.

The warning shots fired at the North Vietnamese torpedo boats were fired directly at the boats. The United States fired first.

The South Vietnamese had conducted raids on the North Vietnamese coast in the same area that the encounter on August 2 took place.

There was an attack by the South Vietnamese on the North Vietnamese coast on August 3. The Maddox had been sailing in the direction of the attack on August 3.

Torpedo boats do not normally attack a larger vessel in broad daylight and they do not normally launch torpedoes in a high speed run. They approached the destroyers at high speed.

In the second attack no one actually saw a torpedo boat.

While the sonar of the Maddox, which was operated by an inexperienced sonar operator, detected many torpedoes, the sonar of the Turner Joy did not. The sonar of the Turner Joy was operated by an experienced sonar man. Sonar will pick up the sound from the waves created by a ship and it takes an experienced operator to tell the difference in sound between the two. The Turner Joy was sailing behind the Maddox.

The planes that provided air cover did not sight any boats. One plane saw the wake of a possible high speed boat but did not sight the boat.

Both destroyers, particularly the Turner Joy, fired numerous rounds of shells at the blips they picked up on the radar screens. The firing was radar directed. The Turner Joy claimed two torpedo boats destroyed. Planes which searched the area the following day found no debris or oil slicks which would indicate a sinking.

Would you reconsider your vote in light of the facts above?

YES ( ) NO ( )

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The Trial of Richard Nixon

Teacher Directions

In this simulation students must decide whether or not President Richard Nixon should be impeached. The House Judiciary committee voted in the summer of 1974 to recommend impeachment proceedings against the President. Before the proceedings could take place, Nixon resigned on August 8, 1974.

The students will learn of the events leading up to his resignation as they were revealed to the House Judiciary Committee. They will also learn of the issues involved in the impeachment recommendation and his resignation. In addition they will evaluate his presidency.

Materials

The following materials should be reproduced for each member of the class.

Cast of Characters

A list of those who were involved in the Watergate cover-up.

Watergate Events

A chronology of the cover-up.

The Case For and Against Richard Nixon

Arguments for and against the impeachment vote.

The Charges

The charges brought by the House Committee and a ballot for the class to indicate whether or not it would convict the President.

Procedures

1. Distribute materials to class and explain purpose of game.
2. Review events in Watergate cover-up.
3. Debate the issue of whether or not he was guilty of wrong-doing.
4. Vote on the charges.

Note: What the House committee did not know when it recommended that impeachment proceedings take place was that Nixon had decided to use the Central Intelligence Agency (CIA) to stop the investigation of the Watergate break-in. The CIA, however, refused to cooperate. The tape of this conversation between Richard Nixon and John Dean, which took place on June 23, 1972, had not been turned over to the House Committee. When Alexander Haig discovered the existence of the conversation he persuaded Nixon to resign. This fact is not reported in the sequence of Watergate events in the student handout.

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The Trial of Richard Nixon

Cast of Characters

These are the leading characters in the Watergate story.

Richard Nixon: Elected president in 1968 and again in 1972.

H.R. "Bob" Haldeman: Nixon's chief of staff.

John Ehrlichman: Counsel to the President and then the Chief of the Domestic Council.

John Dean III: Replaced Ehrlichman as Counsel to the President.

John Mitchell: Attorney General and then Director of the Committee to Re-elect the President (CREEP).

Jeb Magruder: Assistant to Herb Klein, Director of the President's Office of Communication and later Assistant Director of CREEP.

Charles Colson: The President's political strategist.

G. Gordon Liddy: One of the White House "Plumbers" and later Director of Intelligence for CREEP.

E. Howard Hunt: One of the White House "Plumbers" who later worked for CREEP.

Egil Krogh: Chief of domestic inteiligence for Nixon.

Judge Sirica: Federal Judge who sentenced Hunt, Liddy and others.

Elliot Richardson: Replaced Kleindienst as Attorney General.

Henry Peterson: Assistant Attorney General for the Department of Justice's Criminal Division.

Richard Kleindienst: Replaced John Mitchell as Attorney General.

Herb Kalmbach: Nixon's personal lawyer.

Alexander Haig: Replaced Haldeman as Chief of Staff and persuaded Nixon to resign.

Alexander Butterfield: A deputy to Bob Haldeman.

Senator Sam Ervin: Chairman of the Senate Watergate Investigation Committee.

Congressman Peter Rodino: Chairman of the House Judiciary Committee.

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The Trial of Richard Nixon

The Events

Richard Nixon was re-elected in 1972 by one of the largest margins in history. In his first four years he had accomplished many things and was about to embark upon even more important achievements. During his second term he ended the Vietnam War and the draft and opened relations with Communist China. However, a cloud hung over his head, the storm of Watergate. Below is a sequence of events.

Events

23 July 1970: Nixon, upset by demonstrations against the Vietnam War, signs memo to create super domestic intelligence agency to spy on Americans by tapping phones and opening mail. J. Edgar Hoover, Chief of FBI, opposes idea and Nixon rescinds the order.

May 1971: Jeb Magruder made assistant director of the Committee to Re-elect the president (CREEP). Starts practice of paying spies and playing dirty tricks on political opponents.

July 1971: Egil Krogh, in charge of domestic intelligence for Nixon, is told by the President to find out what he could about Daniel Ellsberg who just released the Secret Pentagon Papers.

July 1971: Plumbers' Unit created to plug leaks such as the Pentagon Papers' leak by Ellsberg. Unit includes G. Gordon Liddy and J. Howard Hunt. Unit works out of White House.

August 1971: Hunt and Liddy break into Ellsberg's psychiatrist's office. Ehrlichman, Counsel for the President, knows about the break-in.

December 1971: Intelligence operations of CREEP put in charge of G. Gordon Liddy.

30 March 1972: John Mitchell, former U.S. Attorney General now heading Nixon's re-election effort, approves a plan of G. Gordon Liddy to spy on Democrats by using illegal wire-taps.

Memorial Day Weekend, 1972: Hunt, Liddy and others break into Democratic National Party Headquarters in the Watergate building to place wire-taps.

17 June 1972: Hunt and Liddy break into Democratic Headquarters a second time and are caught.

28 June 1972: Herb Kalmbach begins to raise "hush money" to keep those arrested at Watergate quiet. The President and his advisors try to limit the guilt to those who are caught. Nixon does not want any controversy before the election in the Fall of 1972.

November 1972: Nixon wins re-election.

7 February 1973: Senate Select Committee formed to investigate unfair practices during the previous election. Senator Sam Ervin is chairman of the committee. Senate investigates Watergate but also finds that John Ehrlichman used Internal Revenue Service in an attempt to get something on Larry O'Brien, the head of the Democratic National Committee, and the White House had an "enemies list."

February 1973: Nixon hopes to counter publicity about Watergate by showing how Lyndon Johnson used wire-tapping and dirty tricks against the Republicans in the elections of 1964 and 1968.

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The Trial of Richard Nixon

21 March 1973: John Dean informs President of blackmail by Hunt. Hunt threatens to tell about White House involvement in the break-in unless he is given a large sum of money.

27 March 1973: Judge Sirica sentences Liddy, Hunt and others to harsh jail sentences.

2 April 1973: John Dean begins to talk to prosecutors and tells what he knows.

12 April 1973: Jeb Magruder begins to tell what he knows to prosecutors.

14 April 1973: The President and his aides, Ehrlichman and Haldeman, decide that John Mitchell should be sacrificed and be prosecuted.

15 April 1973: Richard Kleindienst, Attorney General, informs Nixon that Haldeman, Ehrlichman and Mitchell are indictable.

17 April 1973: Henry Peterson of the Justice Department tells Nixon that the Department plans to prosecute Haldeman and Ehrlichman. Nixon promises not to tell them but immediately does so.

17 April 1973: Nixon waives executive privilege and allows aides to testify before the Senate Committee.

29 April 1973: Nixon asks Haldeman and Ehrlichman to resign because their involvement in the break-in is made public.

18 May 1973: Special Prosecutor Archibald Cox is hired by Nixon to investigate Watergate.

13 July 1973: Alexander Butterfield, a Haldeman assistant, reveals to the Senate Committee the existence of tapes of Nixon's private conversations.

20 October 1973: Archibald Cox is fired by Nixon. Attorney General Elliot Richardson, who replaced Kleindienst, resigns because the President fired Cox.

22 October 1973: House Judiciary Committee begins to investigate the President and Watergate.

1 March 1974: Grand Jury indicts Haldeman, Ehrlichman, Colson, Mitchell, Mardian and Parkinson.

3 April 1974: House Judiciary Committee discovers Nixon violated income tax law.

29 April 1974: President releases some transcripts of tapes that had been made in his office by a secret tape recorder.

24 July 1974: Judiciary Committee recommends impeachment trial to the entire House of Representatives.

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The Trial of Richard Nixon

The Case for Richard Nixon
Nixon accomplished a number of important things as President.

I. Ended war in Vietnam and brought the troops home. Also ended draft that had existed for 25 years.
2. Created the most comprehensive and effective environmental protection law. Established the Environmental Protection Agency.

3. Provided more Federal housing assistance than in the previous 34 years.

4. Provided more funding for arts and humanities, the amount increasing from $12 million a year to $81 million.

5. Started revenue sharing program which helped cities.

6. Moved integration in the South along at a rapid pace.

7. Was about to embark upon reorganization of the Post Office.

8. Nixon had no knowledge of the Watergate break-in before it took place. Only afterwards was he informed.

9. Dirty tricks had been played by the Democrats in previous elections.

10. The income tax fraud was due to over-zealous lawyers working for the President.

The Case Against Richard Nixon

I. Nixon told John Dean in March 1973 to raise money to keep Hunt and others quiet about the involvement of the President's office in the break-in.

2. Nixon was given confidential information by Henry Peterson about the Justice Department's plans to move against Haldeman and Ehrlichman. The President told Haldeman and Ehrlichman.

3. Nixon claimed executive privilege to keep from turning over tapes of White House conversations. The tapes that he did release were incomplete.

4. Nixon was guilty of income tax fraud.

5. Nixon was aware of and participated in plans to coverup the Watergate scandal.

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The Trial of Richard Nixon

The Impeachment Charges

Below are the impeachment charges against Richard Nixon that were approved by the House Judiciary Committee. Vote whether or not you think Nixon was guilty of each of the charges.

Charge One

President Nixon used the powers of his office to obstruct the investigation of the Watergate break-in.

Charge Two

In disregard of his constitutional duty he violated the rights of citizens, impaired the proper administration of justice and the conduct of lawful inquires.

Charge Three

The President has failed without lawful cause to turn over to the Judiciary Committee documents as directed by the subpoenas of the House Committee.

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Riot

Many white Americans thought the Voting Rights Act and Civil Rights Act of 1964 solved America's racial crisis. The Civil Rights Movement had achieved its goals, or, at least, so many thought. On a hot August night in the unknown Los Angeles suburb of Watts that belief was shattered. Police stopped a car driven by a black man on a traffic violation. This tiny incident erupted into a riot which caused $35 million in damage and caused the deaths of 34 people. Riots took place in other cities over the next two years. The president appointed a commission to investigate the causes of the riots. The Commission made recommendations about what needed to be done to stop the rioting among blacks in cities across the country.

Your Task

On this and the next two pages the problems of blacks living in city ghettoes are described. You are to make recommendations about how to solve these problems. Then compare your solutions with those made by the U.S. Commission. Many of these problems still exist.

Background

In 1910, 91% of the Negro population lived in the South. 72% of them lived in rural areas. During the 20th Century there was a rapid shift in where black people lived. By 1965 45% lived outside the South and 69% lived in large cities.

As African-Americans settled in large cities they faced both housing and employment discrimination. They were forced to live in the deteriorating areas, usually in the older, central parts of the cities. As the black population increased, whites moved out. This trend increased after World War II when suburban housing tracts were developed and people were affluent enough to own more than one car.

During the years 1960 to 1966 the number of whites leaving the central cities and moving to the suburbs accelerated. The central core of many cities became nearly all black. These areas where nearly everyone is of the same ethnic group are called ghettoes.

Several forces shaped conditions in the cities where riots took place. One factor was discrimination. Blacks who could afford housing in more expensive and newer parts of the city could not buy homes there. Another factor was economics. Many of the black migrants had little money and were poorly educated and did not have skills to obtain higher paying jobs. They were forced to live in the older, more run-down parts of the city. Those who had good job skills also faced the problem of discrimination in employment.

These conditions gave rise to a number of problems. The inability of the African-American population to solve these problems and the unwillingness of society to recognize this ethnic group gave rise to the riots of the late 1960's.

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Riot

Conditions in the Ghetto

The U.S. Commission on Civil Disorders investigated the causes of the riots. Below is a summary of their findings. You are to examine these problems and decide what you would recommend to correct the problems. Compare your recommendations with those of the U.S. Commission.

Unemployment and under employment

Unemployment for African-Americans was double that of whites. The 1960's was a period of economic growth, yet unemployment among blacks was at recession levels. Unemployment was particularly high among black youths. Many blacks were employed at the lowest paying jobs. In 1966, black males, compared to the total labor force, were under-represented by 183% in the high paying professional and managerial jobs. In low-paying service jobs they were over-represented by 56%.

Poverty in poor neighborhoods

In 1966, 11.9% of the nation's whites were at the poverty level. 40.6% of the blacks were at the poverty level.

The effect of poverty on the family

The wives of black men found it easier to get jobs in low paying service industries than black men. Confronted by their inadequacies many black men fled their families because they produced less income than their wives. This led to many families being headed by a female. In 1950, 17.6% of the black families were headed by a female and only 8.5% of the white families were headed by a female. By 1966 this proportion had grown to 23.7% for black families and 8.9% for white families. With the mother working and no father at home, many ghetto children spent their time on the streets.

The "Jungle"

Poverty that results from unemployment and family disorganization creates a variety of social problems in the ghetto. Prostitution, dope addiction and crime are serious problems. Illegitimate births due to casual sex was also a serious problem. In 1950, 18% of non-white births were to single mothers. By 1966 the number had grown to 26.3%.

Crime

Ghetto areas have much higher crime rates. For example, one low income ghetto area had a crime rate 35 times that of a high income white area in the same city.

Health

Poverty means poor health. The mortality rate for African-American mothers was four times that of whites. Infant mortality rates were 58% higher for blacks than whites. Life expectancy at birth Was 6.9 years longer for whites in 1965 than blacks.

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Exploitation of consumers

A majority of stores in ghetto areas were owned by whites. Prices for consumer goods in ghetto stores were as much as 52% higher than in other stores. In one study 60% of the ghetto families surveyed had suffered problems with poor goods, high prices (higher than in other stores in white areas) or extremely high credit charges.

Police and law enforcement

In 1964 a survey of residents in Harlem, a New York ghetto, indicated that 43% believed in "police brutality," the use of unnecessary force in dealing with African-Americans. The use of "aggressive patrolling" in high crime areas in which a large number of people were stopped and searched was also viewed by blacks as a form of harassment.

What would your recommend to solve the problems? Write your solutions here.

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U.S. Commission Recommendations

Unemployment and Underemployment

The Commission considered the solution to these problems essential to solving the problems of the ghetto. They recommended that new industries be created in ghetto areas, better public transportation be developed so that African-Americans would have access to jobs in the suburbs and that the new suburban areas be opened to low-income blacks through the provision of low-cost housing.

Poverty

The commission recommended an improved delivery system for public services. They thought that multi-service centers should be opened in ghetto neighborhoods to help people with their problems. Legal services should be provided to help with the consumer and other legal problems of the poor. To increase the power of the poor, it was recommended that branches of the city hall be located in the ghetto so that more people would have more access to local government.

Police and Crime

Police officers who are offensive to the African-American community should be immediately removed from the community. Police departments should improve their community relations with ghetto communities. Police officers who are sensitive to the feelings and needs of the black community should be assigned to the community. Police officers should be given special incentive pay so that the best officers can be attracted to work in the black community. A grievance system should be created so that complaints against the police and other agencies providing service can be quickly heard and resolved.

How do your recommendations compare with the U.S. Commission's? Write your answer here.

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Think Small

Directions

Cities, both large and small, were faced with a variety of problems during the 1970's. With taxpayers in revolt, the cities had fewer resources to deal with these problems. In this exercise, you must do some creative thinking. Below is a list of typical problems that cities have. With a limited amount of money you should devise solutions to these problems.

Your Task

Your city has received a revenue sharing grant from the Federal government for $50 million. This is for one year only and it is uncertain whether this amount, or any money at all, will be received in the future. How would you spend the money to solve the problems? Try to think of solutions that will solve as many problems as possible. The solutions should cost as little money as possible and be self-supporting if possible. You should share your solutions with the class and see if the class can agree on solutions and how the money should be spent.

PROBLEMS

Crime

Crime is increasing in urban areas, particularly violent crime, assault, murder and rape. Crimes are committed for the most part by the 16 to 25 year-old age group. Some explanations for this increase are a break-down in the family structure, the impact of TV and unemployment.

Decline of the central city

Urban centers are suffering a decline as more and more people move to the suburbs. Urban centers are given over to large office buildings and housing for the poor.

Pollution

Some cities are beset by serious smog problems. Most of the air pollution comes from cars which are used by people to go to and from work. There is some industrial pollution as well.

Water

As the population grows, water resources are strained. The amount of water available for use is declining as cities, farmers and industry use more.

Waste

Cities have problems in finding places to put their solid wastes. Increased consumption and packaging has led to an increase in solid wastes. Cities are running out of places to put it.

Urban sprawl

Suburban developments spread out from the city. People commute to work in cars causing pollution and traffic problems The central city declines because the middle class with money to invest in better housing has moved to the suburbs. The suburban developments cover quality farm land and take it out of production.

Transit

As cities grow it is more and more difficult to move people around. Transit systems are usually inadequate. It is often too expensive to build transit systems. The result is traffic jams, pollution and lack of parking.

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Think Small

Unemployment

Unemployment is a serious problem. It particularly affects young people and minority youth living in the central part of the city.

Taxes and government financing

Cities have trouble raising the money to deal with all of their problems. People do not want to pay more taxes. They feel they pay enough.

Schools

The schools in the central part of cities are declining. More and more young people who attend these schools are not motivated and are lacking in basic skills.

City services

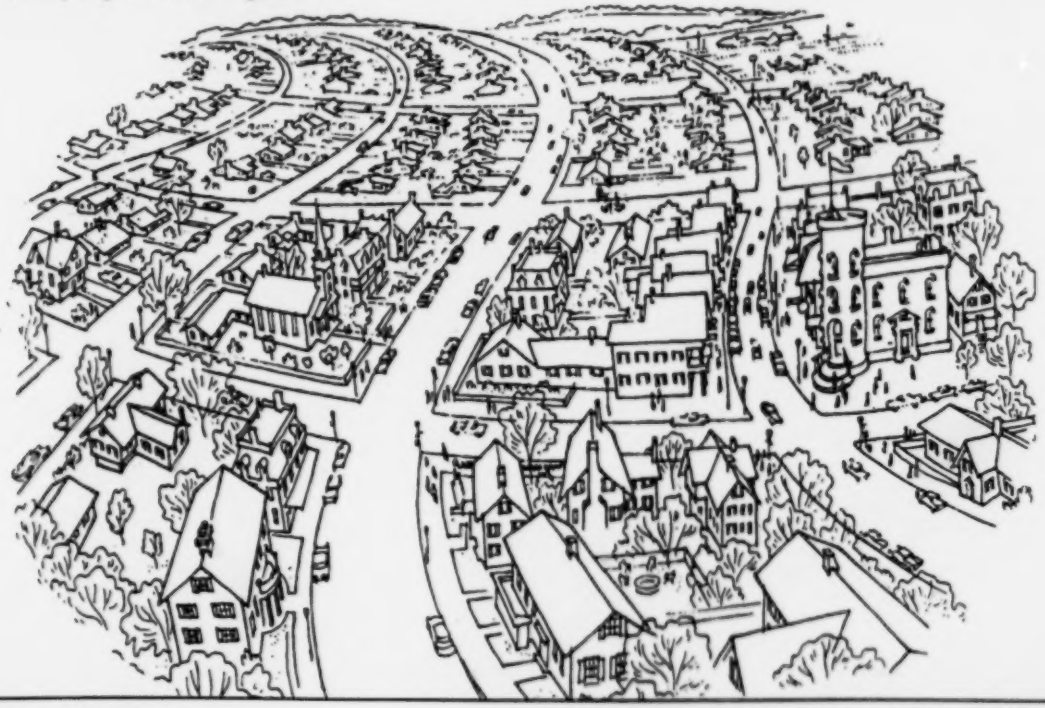
The vast bulk of the tax dollar goes to pay employees providing essential services such as police, firemen, school teachers, and maintenance of streets and utilities. There is little money to expand and improve upon such services as building more schools, libraries, parks, recreation and community centers and to provide jobs for youth.

Observations

As you can see there are many difficult problems and many problems are interrelated. Assume that the city you are in charge of has all of these problems. Do the best you can in devising solutions.

Assumptions about your city

Assume that the city you live in has a population of 100,000. It has all of the problems listed above. Also assume that there is enough money to pay employees to provide essential services. The $50 million is in addition to that money. Your city is growing and new suburbs are developing on the edge of it.



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